

Small type Parents' National Educational Union
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A Liberal Education for All

with

Notes on the Practical Work

BY *the founder*
CHARLOTTE M. MASON.

OCTOBER, 1919.

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PARENTS' NATIONAL EDUCATIONAL UNION,
26, VICTORIA STREET, S.W. 1.

~~Any profits on this and other pamphlets on the subject of "A Liberal Education
for All" are devoted to propaganda purposes.~~

Please send this
to Miss Mason

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Lib. Ed.
Paris.

Parents' National Educational Union.

FOUNDED 1888.

INCORPORATED 1921.

Founder—MISS CHARLOTTE M. MASON.

Presidents—

THE MOST HON. THE MARQUIS AND MARCHIONESS OF ABERDEEN AND TEMAIR.

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Central Office: 26, Victoria Street, S.W.1.

The Parents' National Educational Union was founded in 1888 in response to a demand from thoughtful parents, who desired to know how to give intelligent supervision and guidance to the development of their children's whole nature—physical, mental, moral and spiritual.

Its objects are:—(a) To assist parents of all classes to understand the best principles and methods of Education in all its aspects, those which concern the formation of character, as well as actual methods of teaching, (b) To create a better public feeling on the subject of the training of children, and with this object in view, to collect and make known the best information and experience on the subject. (c) To afford to parents opportunities for co-operation and consultation, so that the wisdom and experience of each day be profitable to all. (d) To stimulate their enthusiasm, through the sympathy of numbers acting together. (e) To secure greater unity and continuity of Education, by harmonizing home and school training.

The Union aims at giving opportunities for the study of educational problems, and a meeting ground for intercourse between parents, teachers, and all who are interested in Education. It offers to its members a theory and practice of Education (evolved by Miss Mason) which are found to be most successful both in families and schools of every grade. Among its Central Principles is that a religious basis of work be maintained.

The Parents' Union School. This correspondence school was devised for introducing regular work and school training into Home Schoolrooms. Children are classified according to their powers. A Time-Table and syllabus of work is set for each term in six forms (ages, six to eighteen), and at the end of the term the pupils receive Examination papers, by which the work done by each child is tested.

The distinctive curriculum of the Parents' Union School offers to the pupils a liberal education and gives them an opportunity of establishing relations with living ideas, through the study of many great books, as well as through nature, art, music, science and handicrafts.

Many hundreds of home schoolrooms and private schools all over the world and a rapidly increasing number of public elementary and secondary schools are now following the Parents' Union School programmes.

The House of Education, Ambleside. A Training College for teachers in families, Classes and Schools, working in the Parents' Union School.

The interest felt in the House of Education is widespread, and it is not possible to supply the demand for teachers trained there.

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Parents' National Educational Union

25, VICTORIA STREET, LONDON, S.W.1

Founders: **CHARLOTTE M. MASON**

A SHORT SYNOPSIS

OF THE EDUCATIONAL PHILOSOPHY ADVANCED BY THE FOUNDER OF THE PARENTS' NATIONAL EDUCATIONAL UNION.

"No sower sows the truth, some sow the seed of truth, but the seed knows how to be his first and old acquaintance." "The consequence of truth is good; therefore, the judgment of it must not be negligent."

In so far as we hold and profess what is known as P.N.E.U. thought, there is one of a few things to give earnest study to the study of the principles of our educational philosophy: (a) Having mastered

"These are set forth at length in the five volumes of the *Home Education Series*, by Miss Charlotte M. Mason, published by the Parents' National Educational Union, Ltd., 25, Victoria Street, London, S.W.1."

these, to apply them; (b) To make them known. Here follows a short summary of our principles, but it must be remembered that a knowledge of these formulae is by no means a knowledge of the principles they aim at summing up.

1. Children are born persons.
2. They are not born either good or bad, but with possibilities for good and for evil.
3. The principles of authority on the one hand, and of obedience on the other, are natural, necessary and fundamental, but—
4. These principles are limited by the respect due to the personality of children, which must not be encroached upon, whether by the direct use of fear or love, suggestion or influence, or by undue play upon any one natural desire.
5. Therefore, we are limited to three educational instruments—the atmosphere of environment, the discipline of habit, and the presentation of living ideas. The P.N.E.U. Motto is: "Education is an atmosphere, a discipline, and a life."
6. When we say that "education is an atmosphere," we do not mean that a child should be isolated in what may be called a "child-environment," especially adapted and prepared, but that we should take into account the educational value of his natural home atmosphere, both as regards persons and things, and should let him live freely among his proper conditions. It utilises a child to bring down his world to the "child's" level.
7. By "education is a discipline," we mean the discipline of habits, formed definitely and thoughtfully, whether habits of mind or of body. Physiologists tell us of the adaptation of brain structures to habitual lines of thought, i.e., to our habits.
8. In saying that "education is a life," the word of intellectual and moral as well as of physical endurance is implied. The mind feeds on ideas, and therefore children should have a generous curriculum.
9. We hold that the child's mind is no more set to hold ideas; but is rather, if the figure may be allowed, a spiritual organism, with an appetite for all knowledge. This is its proper diet, with which it is prepared to deal, and which it can digest and assimilate as the body does foodstuffs.
10. Such a doctrine as e.g. the Herbartian, that the mind is a receptacle, lays the stress of Education (the preparation of knowledge in entering minds duly ordered) upon the teacher. Children taught on this principle are in danger of receiving much teaching with little knowledge; and the teacher's action is "what a child knows matters less than how he knows it."
11. But we, believing that the normal child has powers of mind which fit him to deal with all knowledge proper to him, give him a full and generous curriculum; taking care only that all knowledge offered him is vital, that is, that facts are not presented without their informing ideas. Out of this conception comes our principle that—
12. "Education is the Science of Relations"; that is, that a child has natural relations with a vast number of things and thoughts; so we train him upon physical exercises, nature, history, handicrafts, science and art, and upon many living books, for we know that our business is not to teach him all about anything, but to help him to make valid as many as may be of—

"These first-born affinities."

13. That fit our new existence to existing things.
14. In devising a syllabus for a normal child, of whatever social class, three points must be considered—

- (a) He requires much knowledge, for the mind needs sufficient food as much as does the body.
- (b) The knowledge should be various, for stimulus in mental diet does not create appetite (i.e., curiosity).
- (c) Knowledge should be communicated in well-chosen language, because his attention responds naturally to what is conveyed in literary form.

15. As knowledge is not assimilated until it is reproduced, children should "tell back" after a single reading or hearing; or should write on some part of what they have read.

16. A single reading is insisted on, because children have naturally great power of attention; but this power is dissipated by the re-reading of passages, and also, in questioning, summarising, and the like.

Acting upon these and some other points in the behaviour of mind, we find that the observance of children is enormously greater than has hitherto been supposed, and is but little dependent on such circumstances as memory, and the like.

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LIBERAL EDUCATION--ONE A

Nor is the accuracy of this statement limited to clever children or to children of the educated classes; thousands of children in elementary schools respond freely to this method, which is based on the behavior of mind.

16. There are two ~~ways~~ to moral and intellectual self-management to offer to children, which we may call "the way of the will," and "the way of the reason."
17. *The way of the will.* Children should be taught: (a) to distinguish between "I want" and "I will." (b) That the way to will effectively is to turn our thoughts from that which we desire but do not will. (c) That the best way to turn our thoughts is to think of or do some quite different thing, entertaining or interesting. (d) That after a little rest in this way, the will returns to its work with new vigor. (This adjunct of the will is familiar to us as *diversion*, whose office it is to ease us for a time from will effort, that we may "will" again with added power. The use of suggestion as an aid to the will is to be deprecated, as tending to shatter and stereotype character. It would seem that spontaneity is a condition of development, and that human nature needs the discipline of failure as well as of success.)
18. *The way of the reason.* We teach children, too, ~~not~~ "lean (too confidently) to their own understanding"; because the function of reason is to give logical demonstration (a) of mathematical truth, (b) of an initial idea, accepted by the will. In the former case, reason is, perhaps, an infallible guide, but in the latter, it is not always a safe one; for, whether that idea be right or wrong, reason will confirm it by *irrefragable* proofs.
19. Therefore, children should be taught, as they become mature enough to understand such teaching, that the chief responsibility which rests on them as persons is the acceptance or rejection of ideas. To help them in this choice we give them principles of conduct, and a wide range of the knowledge fitted to them. These principles should save children from some of the loose thinking and headless action which cause most of us to live at a lower level than we need.
20. We allow no separation to grow up between the intellectual and "spiritual" life of children, but teach them that the divine Spirit has constant access to their spirits, and is their continual Helper in all the interests, duties and joys of life.

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Parents' National Educational Union

FOUNDED 1888.

INCORPORATED 1921.

We wish to become a Member of the Parents' National Educational Union, subject to your Memorandum and Articles of Association, and herewith enclose 15s. 6d. Kindly furnish us with all information concerning the Branch or Area Organisation (if any) in our district.

Names *Mr & Mrs*

(State whether Mr., Mrs. or Miss).

(Kindly insert correct form of address).

Address

The Subscription (which includes both heads of the household) is 15s. 6d. per annum. Teachers in Elementary Schools, 7/6.

*Static
Public*

The advantages offered to Members are:—

A monthly copy of the *Parents' Review*.

A free ticket for the Annual Meeting, and free attendance at any Meetings or Lectures advertised in the *Review* wherever they may take place.

Opportunity for co-operation and consultation between parents and teachers, who meet there on the same ground.

Opportunity to attend natural history excursions, reading circles, P.U.S. classes, musical appreciation classes, Shakespeare readings, study circles, etc., as may be arranged in the neighbourhood.

The use of the large library of educational works, which is kept at the Central Office.

The Parents' Union School; this is open to members on payment of a special fee.

*In usual
School fees.*

Membership is not confined to parents, all interested in education may join.

Copies of the Memorandum and Articles of Association can be had by those who require them from the Central Office, price 1/-.

All further particulars can be had from the General Secretary, P.N.E.U., 26, Victoria Street, London, S.W. 1

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LIBERAL EDUCATION PLAN - ONE B

PARENTS' NATIONAL EDUCATIONAL UNION

PROSPECTUS

OF THE

PARENTS' UNION SCHOOLS

*Address: Secretary, House of Education, Ashbottle,
(worked by C. M. Mann, who alone is responsible).

(He shall) "pray for the children to prosper in good life and
good literature." (Dean Cole)

Motto: "I am, I am, I fought, I will."

The Parents' Union School was originally devised (in
1890) to introduce some of the advantages of school-training
into home education. The principles applied and the
methods used are as valuable in schools as they have proved
in home-teaching. Schools generally profit by—

Schoolers!

But
more
home
schooling

- (a) A definite and progressive syllabus of work for each term.
- (b) A definite number of pages set, term by term, in a good many living books of literary value.
- (c) The practice of knowing a task of several pages after a single reading.
- (d) The fact that knowledge acquired in this way is retained perfectly for months or years.
- (e) Examination papers at the end of each term.
- (f) Short hours.
- (g) No out-of-school preparation (but some reading of tales, plays, etc.).
- (h) Few corrections.
- (i) A syllabus, term by term, including nature work, handicrafts, art work, music, etc.

Various helps in the way of suggestions, regulations, time-tables, etc., are also of use to teachers.

Great attention is given to field work, handicrafts, art studies, and to the selection of the best books. Scholars get the habit of using books and of delighting in them; they acquire a love of nature, some manual dexterity, some ability to produce what they see with brush or charcoal, some power to appreciate art, including music, and some power of execution.

These few considerations may have weight with the heads of schools—

1. The cost of the necessary books per scholar for eight years of school has been set at fourteen shillings not counting more than five shillings for secondary schools; certain modifications of the syllabus make the cost much less in Elementary Schools; the more important books last for two or three years. The books for scholars in Forms V and VI (Latin to English) are considerably more, but are valuable.

2. Two and a-half, for Form I., to three or three-and-a-half hours a day for Forms III. and IV., is ample time for the whole of the book-education; Forms V. and VI. work for four to five hours.

3. Much writing is unnecessary, because the scholars have the matter in their books and know where to find it.

4. Classes are able to occupy themselves in study with pleasure and profit.

5. Teachers are relieved of the exhausting drudgery of many corrections.

6. Scholars have the afternoon free for handicrafts, nature work, walks, games, something, etc.

7. The evenings are free, whether at school or at home, for reading aloud (plays, novels, set for the term's work are read aloud in the evening), singing, hobbies, etc.

(In Preparatory and Boys' Public Schools where the demands of Latin and Greek are paramount, the usual times for preparation may be given without hindering the P.U.S. work, because such work requires no preparation and is done at a single reading.)

8. Scholars get many intelligent interests, begin hobbies and have leisure for them.

9. There is no cramming for the term's examination. The scholars know their work, and find it easy to answer questions set to find out what they know, rather than what they do not know.

10. Pupils of any age, however taught hitherto, take up this work with alacrity.

11. Boys and girls taught in this way take up preparation for public examinations, etc., with intelligence, zeal and success; for example, they should at seventeen be able to qualify for the London Matriculation in two terms. It is well, in the interests of a liberal education, that pupils should read in the P.U.S. until they are seventeen.

This kind of work, besides making the scholar proficient in the usual studies of the schoolroom, should and does result in his power—

- (a) To grasp the sense of any passage some pages in length at a single reading.
- (b) To spell and express himself in writing with ease and correctness.



LIBERAL EDUCATION PAMPHLET—TWO

- (c) To give an orderly and detailed account of any matter he has read once.
- (d) To describe in writing, or orally, what he has seen, or heard from the newspapers.

Schools are qualified to use the Parents' Union School curriculum upon the following conditions:—

- i. That the programme shall be worked out in as many subjects as possible, including all the historical, literary, scientific and art subjects, throughout the School. The work may be reduced if necessary in the Vth and VIth Forms of Public Schools. The forms into which a given School is divided usually fit in with those of the P.U.S.
- ii. That the amount of time for each subject shall be not more nor less than that stated in the Time-tables.
- iii. That each pupil shall have, and read for himself, his own books, as set in his programme.
- iv. That sets of answers shall be submitted for examination at the usual times; one set for each of the P.U.S. forms. That all the members of each form take the examinations.

ANALYSIS OF TIME TABLES.

FORMS VI. and V. (Periods of 30—45 mins.).

	hrs.	mins.
English (including History, Grammar, Literature, Economics, etc.)	8.10	
Mathematics	3.0	
Science	4.10	
Languages	6.10	
Drill	2.30	
	24.00	

FORMS IV. and III. (Periods of 20—40 mins.).

	hrs.	mins.
English	8.25	
Mathematics	3.0	
Science	8.20	
Languages	3.45	
Drill, etc.	3.0	
	22.50	

*P. U. S. -
Lesson
Quarter*

III



LIBERAL EDUCATION PAMPHLET—FIVE.

FORM II. (A. and B.) (Periods 20—30 mins.).

	hrs.	mins.
English, A.	7.20	
B. has 1½ hours more English.		
Mathematics	2.20	
Science	2.10	
Languages, A.	3.0	
B.	1.50	
Drill, etc.	3.0	
	18.0	

FORM I. (A. and B.) (Periods 10—20 mins.).

	hrs.	mins.
English	6.30	
Arithmetic	1.50	
Science	1.30	
French	.40	
Handicrafts	2.0	
Drill	3.0	
	15.0	

- N.B. 1. The lighter portions of the Literature/verse, play or poem are read for amusement in the evenings and also in the holidays.
2. Less time may be given if desired in any form to Science and Modern Languages and more to Classics and Mathematics. The English periods may not be altered.
3. Music, Handicrafts, Field Work, Dancing, are taken in the afternoon.

*Pat.
Min.*

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if old Home School

D1. 1880-1890
1890-1900

Our object of the Parents' Union School is to help parents whose children are taught at home, by mother or governess, in various ways:-

"Preliminary questions," framed to ascertain the physical and mental development as well as the attainments of each child are sent to members. Upon the answers to these the children are classified and a programme of work for a term is sent for each term in which a child may be placed, together with *Time-Tables, Regulations, Notes and Rules*. At the end of a term each child is tested by an examination. At Easter and Christmas the pupil's work is sent up, and the parents receive a report upon it. For the Midsummer examination the work is not sent up, but the parents send their report.

FEES (payable to the Secretary, House of Education, Ambleside): *Two Guineas* a year for (a) a family of one or more children under 10, or (b) one child between 10 and 12; *Three Guineas* a year for (a) a family with one child over 10, or (b) one girl of 12 or over; *Four Guineas* a year for a family where more than one child is over 10. Where children of different families work together each family must pay the proper fee.

Children are admitted to the School at six years of age; they may be admitted at any time except during August.

Members in the Dominions and elsewhere abroad (except in Europe where the post takes only a few days) work a term behind in order that the books may be duly ordered from England.

The Members of the Parents' Union School must be the parents or guardians of the children entered; they must belong to the P.N.E.U. subscription, 12.6 a year, to include the Parents' Review, payable to the Secretary, P.N.E.U. Office, 26, Victoria Street, London, S.W.1.

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II. SECONDARY SCHOOLS AND CLASSES.

The Parents' Union School issues a common curriculum for all classes of schools, Elementary and Secondary, Public and Private, as well as for children in Home School-rooms.

1. PREPARATORY SCHOOLS.

These schools are seriously handicapped by the necessity of fitting their pupils for the Entrance Examination of Public Schools. Headmasters would find that the History, Literature, Science and Art Work of a School in which no preparation is required and knowledge is ensured would secure a sound foundation in these subjects without encroaching on the time already given to classical and mathematical subjects.

BOYS' PUBLIC SCHOOLS.

Headmasters would find that what is true of Preparatory Schools is true of Public Schools and would have the satisfaction of sending out a 'reading man' in every boy who leaves, with an sacrifice of time, because the periods already set apart for English, etc., would enable much ground to be covered.

The same is true of GIRLS' HIGH SCHOOLS and all Secondary Schools for girls and boys.

Further, the P.U.S. affords the cohesion and the common aim for Private Schools which they have sought, for instance, through the University Local Examinations. These affect only the special pupils of a school whereas every child in every class receives fresh impulse from the P.U.S.

Fees (payable in advance, to the Secretary of the P.N.E.U., 26, Victoria Street, S.W.1): *Four Guineas* a year, which entitles members to all the papers of the School.

Primary Schools or Classes in which no pupils are above Forms I & II: Two Guineas a year.

Examination papers are sent at Christmas, Easter, and Midsummer. At Easter and Christmas the pupils' work is sent up (as directed) and a report is made upon it. For the Midsummer examination the work is not sent up, but the teacher receives the questions set and the programmes for the following term.

Classes may be registered on the same conditions as schools and these schools may be admitted at any time. The programmes for each term are sent out before the holidays so that new books may be procured. A term's notice is requested before withdrawal.

A Register of Secondary Schools and classes working in the Parents' Union School is kept at the office and a list appears occasionally in the *Parents' Review*. Schools which fail to send in sets of examination papers for a year without sufficient reason, or to observe the other conditions are erased from this Register. The Heads of Schools or Classes adopting this scheme must be members of the P.N.E.U. (subscription, additional, 12.6 to include the *Parents' Review*). The Committee of the P.N.E.U. take no responsibility with regard to these Schools, beyond the assurance that they work in the Parents' Union School, but prospectuses may be sent to the Secretary and sent at the office and the Secretary is able to visit them and solve any difficulties that may occur in the working out of the scheme.

A demand has arisen in various P.U.S. Schools and Classes that the work of each pupil should be sent up for examination and report.

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Mathematics

It is allowable for schools which take up P.U.S. work to go on with their present syllabus in subjects such as ~~arithmetic, arithmetic, handicrafts~~. But teachers may well find it advantageous to follow the programmes in these subjects also, and it is exceedingly desirable that they should do so in Scripture. It is important that religious teaching should not be too hortatory, as children must not be bored in learning the subject which is of most moment to us all; for this reason the continual progress required by the P.U.S. together with the children's own work of narration are strongly recommended. "The Bible is the most interesting book I know," was the remark of a little girl who had read a good deal.

Teachers sometimes suppose that it is advisable to begin with the lower forms, and to take the more advanced work as the children in these rise in the school; that is not the case; the children in the higher ~~schools~~ ^{forms} begin the P.U.S. work, in the form proper for their age, quite as readily as those in the lower; no preparation is necessary, and if teachers are convinced that the P.U.S. should be of lasting benefit to their pupils, they will not allow whole forms to pass out of their schools without this advantage.

Children of Five.—Much narration should not be required of children between five and six. In other respects they might do a good deal of the work in Form I. B., substituting York Powell's *Old Stories from British History* (Longmans, 1s.) for *Our Island Story*; they should work generally on the lines suggested in *Home Education*, Parts II, III, V, and VI. Young children should have as much out-of-door life as possible, and *Home Education* affords hints as to the work to be done out-of-doors, first Geography lessons, for example, Nature Study, Descriptions of Things Seen, Distance, Direction, Measurement, etc. Games and occupations, such as making large models in clay, raffia work, paper cutting, etc., are very important at this stage.

Infants under Five should be out-of-doors in all possible weather, ~~in parks, fields, or on the grass~~. They should have a moveable time-table; should count pebbles, watch sparrows, ships, cows. Should tell all they see. Bible talks, pictures, phonetic reading, first ideas of number, etc., may be in-door work. They should have many Readers, etc., may be come three dukes a-riding. "Here we come gathering nuts in May" (old games for choice, not Kindergarten songs and games), in fact all dancing plays; they should make mud pies, play in sand heaps. Much activity, always for short periods, should be the rule, together with frequent rests, during which they should see pictures and hear tales, such as Jack and the Bean-Stub, Cinderella, and the like (see *Home Education* for details of Infant Education). Children under six should have no examinations.

~~The books: Chapter 3, Article 1, should submit to suggestions~~

There is no training in "Ambleside" methods except that given at the House of Education. A student is not qualified to pass on her training to a sister or friend, or assistant. The training is too strenuous to be accomplished otherwise than by two years' work at the college.

Books.—For methods of teaching the various subjects see *Home Education*, 3/6, *School Education*, 5/6 (P.N.E.U. Office).

All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W.1., as well as exercise books bearing the school motto, 6d. each, and Cambridge paper for the Examination 1/6 for 4 quires (not less); special clipped book post envelopes, one for the two journeys, 6d. for 5. Also the School Badge (4/6 in white metal 9d.), School Hat Band (2/6), and Ribbon 2/3 a yard. Badges stencilled in washing colours on pale blue linen may also be obtained, 3/4d. unmounted, 6d. mounted. P.U.S. Blazers may also be obtained, 8/6. *Magazine price 1/6.*

PARENTS' UNION SCHOOL LEAVING CERTIFICATE

P.U.S. LEAVING CERTIFICATE.—Girls in their eighteenth year who have done good work in the P.U.S. may claim the L.C. automatically at the end of any term. The conditions of success are:—

- (a) Full Marks in at least four subjects, not including the following:—
- (b) Pass Marks, i.e., 75% in two papers in Mathematics and the paper in English Grammar;
- (c) Pass Marks, i.e., 75% in two languages, preferably English and French.

It will be noticed that English is substituted for Latin as the second language. The requirements are:—(i) Careful construction of sentences; (ii) A fresh and pleasing style; (iii) Correct punctuation and careful spelling; (iv) Orderly paragraphing; (v) Complete treatment (with beginning, middle and end) of the several themes throughout the papers.

The Pass in English will be denoted by the Examiner's remarks (not by marks), because the whole set of papers will be considered.

A pass in Latin in addition to English and French will secure an 'Honours' Certificate, as will a pass in the advanced work in Mathematics.

PARENTS' UNION SCHOOL ASSOCIATION

There is an Association of Old Pupils of the P.U.S. A course of reading is provided. For particulars apply to Miss P. N. Bowser, c/o P.N.E.U. Office.



LIBERAL EDUCATION PAMPHLET—THREE

FIVE

This should give parents the opportunity to interest themselves in the work of the School their children attend, as they already do in that of the home schoolroom. Though this individual examination of the pupils in a school is desirable it is by no means compulsory.

Each / p. Pupils in P.U.S. Schools and Classes receive separate Programmes, Examination Papers and Reports on their work on payment of half fees, according to the regulations for families, i.e.,

two guineas a year for (a) a family of one or more children under 10, or (b) one child between 10 and 12.

half fees: one guinea;

three guineas a year for (a) a family including one child over 10, or (b) one girl of 12 or over *one* and a half guineas;

four guineas a year for a family where more than one

*In the event of a pupil beginning a school year and leaving later, the membership may be passed on to another pupil a portion of the fee being deducted.

child is over 10, *two* guineas.

50 The fees for the School or Class should be forwarded by the Principal of the School to the Secretary at Ambleside.

Parents must become members of the P.N.E.U. and receive the 'Parents' Review' (for this apply to the Gen. Secretary, P.N.E.U. Office, 26, Victoria Street, London, S.W.).

The Heads of Schools where the pupils are members of the P.U.S. in this way are not liable for the usual School fee.

A School, or Class which takes three-fourths or more of the subjects set in the Programmes of not less than four Forms, and sends in the required number of test papers (one only from each Form examined), may be described as a 'P.N.E.U. School' or 'Class.'

A School (for children under 12) in which only the work of Forms I. and II. is taken may be described as a 'P.N.E.U. School (Primary),' or a 'P.N.E.U. Class (Primary).'

House of Education Students may notify the fact thus: 'P.N.E.U. School. Principal: Miss (House of Education, Ambleside).'

Ds.

ELEMENTARY SCHOOLS.

Public / Public / The Heads of Elementary Schools are urged to take up this work for the advantage of the scholars, the satisfaction of the teachers, and with a view to the well-being of the nation. Experiments prove that the scheme works remarkably well in such schools.

No fees are required at present. Should fees become necessary owing to any great increase in the number of schools to be dealt with at any time they will be £2 2s. 0d. a year where the scholars are under twelve, £3 2s. 0d. a year where there are children above twelve.

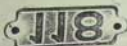
Elementary Head Teachers may become members of the P.N.E.U.: subscription, 7/6 including the 'Parents' Review'; *but this is optional.*

SPECIAL NOTES FOR ELEMENTARY SCHOOLS.

for The fresh programme every term does not mean that the books are renewed each term; most of them take three years to read, so that teachers can easily estimate the work for one year or two from the current term's programme by adding on about the same number of pages for each succeeding term. The books used for Recitations and Reading, including Plutarch's Lives, and the Pictures change each term, but are replaced by others of about the same size and price, so that the cost can easily be estimated.

readily The Cost of Books is an outlay in advance for, say, three years; at the end of that time it will generally be found that the cost of books for those three years falls within the usual average for the school.

No fees are required at present.



LIBERAL EDUCATION PAMPHLET—FOUR—

Number represents the introduction of this word into elementary school.

The *Classification of the Pupils* is another matter for consideration.

The seven standards of Elementary Schools, more usually brought into line with the first five Forms (or divisions) of the *P.U.N.* Forms VI and V, for which a large number of books is necessary, would not often be attempted in these schools.

The following adaptation is suggested—

Standard I.	=	Form I. B.
" II.	=	" I. A.
" III.	=	" I. B.
" IV.	=	" II. A.
Standards V. & VI.	=	III.
VI & VII.	=	IV.

The length of time for these forms varies with the teachers. More of the Programme might be taken by Standard VI and more independent study required, and less by VI, to mark a difference. This applies to Standards III, IV and V if they, and not the higher standards, are grouped. The whole of these programmes is worked in three sessions in the hands of morning school, with a half-hour recess for play and exercise. Half an hour is set aside for special books (excepting those set for Reading) in general sufficient, then leaving a half an hour margin for other necessary work. It is, however, possible that children should be given a copy of Scott, for example, or Shakespeare, whatever may be set for reading and recitations—on that the main part at home as well as at school.

As there is no Home Work in the P.T.S.'s, children will not have to leave home to reach some part of their culture. Scott or other story book at home (to their parents). Also, they should be enabled to read occasionally books of fiction and adventure not set in their school work, in which the literature is meant to illustrate the historical period studied. Local authorities will not do usually provide the book. Such authors as Kepling, Ballantyne, Marryat, Stevenson, Kingsley, Fennimore Cooper, Bret Harte, Lewis Carroll, New Yonge, Tom Hughes, Samk Twiss, Strong, M. Alcott, J. Taylor, will afford stories of thrilling interest to the young. The teacher should be able to encourage

...WHICH THE TEACHER SHOULD PERFORM IN ALL HIS SCHOOLS.

*Extract from a letter by Mr. H. W. Houshold, Education
Superintendent for Gloucestershire.*

The very heavy cost of equipping P. N. E. U. School with books has made it imperative that some means should be found of reducing the expenditure. The addition of new Schools to the long list of those now following Miss Mason would otherwise become impossible.

The problem of reducing the cost has engaged Miss Mason's attention for some time past and she has been watching the experiments which have been made in a number of our Gloucestershire Schools. As a result she has recently given the following advice to the Head Mistress of a School in Norfolk, and she was kind enough to send me a copy.

'I think,' she says, 'I see how your School might be supplied with books at really a small expense.'

I am sending you programs of Form I., II. and III.

The correct thing is for each child to have a copy each of some half-dozen books, more or less, according to the standard she is in; but where there is real difficulty about this, compensation will reduce the cost.

For example—in Form III, (your Standard VI & VI as much of the reading is silent the class might be divided into 3 groups, each group reading a different book; in this case, the Forest could be worked with 6 copies of each book that is, the class books might be prepared like something like No. 61, a head in this form.

The books for the use of the teacher only (in class) must as you will see about 2 guineas (in Form III.) but of these are permanent, while the **X** for literature changes with the extent of English being studied.

The same method of working found apply in Form 100, when that reading is done.

You will see that 1/2 of the books (in Form III.) are

This may seem to be a measure of induced economy and may give that reason dislike and want it. I will therefore, to add that the experiments, which were undertaken for reasons of economy, have more than justified the educational grounds.

Even in P.N.E.U. Schools, there was still often much class reading, when the brighter children are of necessity kept back to the pace of the slowest. When the class is broken up into three, four or five groups this cannot be. Nor is it any longer possible for the Teacher to interact with a dozen, the child and the book.

The results obtained by the methods and the results I have been surprising from the beginning; but in some schools that are working on the group system, nothing short of astounding. I was in a school a few blocks where Fern Hill was working at the moment in groups which were using Arnold Forster, *Our Sea* and *The Complete Citizen* respectively. The Teacher's group from group to group hearing sometimes reading, sometimes reciting. I heard one group read Arnold Forster's of the children were not yet nine years old. The results were in its own history and intelligence.

The only book of which every child should have
is the *Shakespeare*.

It is beside the point, but I cannot refrain from saying that I brought away three exercise books from the school containing written narrations after the single recitation of the recited passage. The first was from a boy, which it is plain that the children have recited. I see the rhythm and the language that they *know*. I am glad and I have read them aloud with pride and to large audiences to show what Gloucestershire children do under the guidance of Miss Mason. Any teacher in P.N.E.U. schools would certainly find the spirit of the work was the work of a clever child in Standard VII. In fact the three children were

As a competent judge recoiled on seeing the work definitely moved forward out corruption of the of the possible.

group methods are not only possible but desirable
at thirty to two large units. It is advisable on all
grounds alone that it should be broken up. It

F.N.E.U. Assoc. 21

ATTENDING PUBLIC ELEMENTARY SCHOOLS, *Eastern Union School*

*To be sent to the General Secretary, P. 24 B. 1.
Winst, London, 2. 11. 1. By the Hand of the Group.

heads of the household. This will be used by the Committee to defray out of expenses, promptly



LIBERAL EDUCATION PAMPHLET - No. 1

The Hon. Secretary of the Group shall be this teacher or anyone appointed by him or her. The arrangements shall be in their hands.

It is suggested that addresses should be arranged on "Parents' Union School" methods and principles, on the use of books, picture talks, the training of children, their physical care, habit-formation, etc., etc. Nature rambles could also be organised. "Home Education" and other publications of the P.N.E.U. should be found useful for such talks.

The Executive Committee will be prepared to send lecturers when desired.

One copy of "Home Education" will be supplied to each centre as well as such other books and pamphlets as may be found desirable.

One copy of the "Parents' Review" for every six Associates will be sent to the Head of the Group to be circulated.

ANSWERS TO QUESTIONS ON THE WORKING OF THE P.U.S.

We have received some interesting questions about the Parents' Union School which may be best dealt with in a general statement. The immediate object of the School is to bring good and up-to-date teaching to families whose children are taught at home. Many families, in Great Britain, in the Dominions and on the Continent, have availed themselves of the School, and most of these show very kind appreciation of our methods and their results. The percentage of all families where the work of the School is not done thoroughly and systematically becomes smaller year by year, and nothing could be more encouraging than the difference between the sort of papers sent in, say, twenty years ago and those sent in to-day. We think we have introduced systematic and thorough work into many home schools-rooms, and the boys and girls taught in this School commonly do exceptionally well if they go to other schools. The lower forms of the Parents' Union School offer a preparation and not a substitute for the preparatory boys' school, but girls may remain with advantage in the P.U.S. until they are seventeen or eighteen. The P.U.S. methods and curriculum answer fully as well in the large classes of a School as with the few pupils of the Home School-rooms, and parents have a wide field to choose from in the large number of excellent schools in which this work is carried on. Pupils of seventeen who have kept up to the P.U.S. standard in, say, Latin and Mathematics, should require no more than a couple of terms of special work to qualify them for e.g., the London Matriculation Examination. The object of this organisation is not merely to raise the standard of work in the schoolroom. Our chief wish is that the pupils should find knowledge delightful in itself and for its own sake, without thought of marks, prizes, or other rewards; and that they should develop an intelligent curiosity about the past and present. Children respond and take to their lessons with keen pleasure if they have even tolerably good teaching; and the want of marks, companionship, or other stimulus is not felt in those home schoolrooms where the interest of knowledge is allowed free play.

Certain means are adopted to secure this delight in knowledge.

(a) For every term there is a fresh programme, up-to-date as regards matters of public interest and the books set. This does not mean that the books are renewed each term; most of them last three years.

(b) The children are a little library of loan-books of literary value and lasting interest, and we are constantly receiving letters which say how they delight in these. It is a large part of education to handle good books, and we are very glad when we hear of parents wishing to dispose of books used in such and such a form; those set in the School are usually of a sort to be possessions for a lifetime. We congratulate ourselves on the sympathetic and generous attitude taken up by parents in this matter of books. Very few grudge the expense, and we believe that most parents of children in the Parents' Union School feel that it would be better to do without many things than without the best books, various books, and fresh books for the children's studies. As a matter of fact, the difference between educated and uneducated people is that the former know and love books; the latter may have passed examinations.

(c) We feel it desirable to obviate examination marks altogether, but it is necessary that parents should have some means of judging whether their children are or are not making satisfactory progress, and this information is best given by means of marks which represent, not a commercial value but a remark, such as "good," "fair," "excellent," etc.

(d) One more point comes before us from time to time. Sometimes people expect their children to begin at the beginning of the various books used in the respective forms. Now the Parents' Union School is like all other schools in this, that it is impossible for new children when they join a form to begin at the beginning of every subject taught in that form; nor does it really matter. A historical or scientific subject has only a minimal beginning; the important thing is that children should grasp where they ought, should take hold of the subject with keen interest, and then in time they will feel their own way backwards and forwards. This is not true of all subjects—Geometry, English Grammar, Latin Grammar, and Arithmetic, for example—and in these there is usually work in a loose form on the programmes. Where this does not meet the case, parents or teachers are at liberty to set their own questions in the examination—any subject, in fact; there is this difficulty, and to give their own marks, which are counted in the general total. By this means and by the overlapping of work in the transition from form to form, practical difficulties seem to be avoided; and, for a unique organisation, the School works with great ease, thanks to the intelligent co-operation of parents and teachers. It is essential to the success of the method that children should take the terminal examinations on the set work.

(e) The curriculum of the Pupils is another matter that has been brought forward. In a home schoolroom one governs may have to work three or four. Supposing that children in Forms I., II. and III. are in the schoolroom, the governors will probably take II. and III. together for elementary science or nature knowledge, and for historical subjects. For arithmetic, reading, etc., the classes must work separately. Again, if a governor has Forms III., IV. and V. in his schoolroom, it is not desirable to work them together, but the habit of independent study is very desirable, the teacher giving direction, stimulus, examina-

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LIBERAL EDUCATION PART SEVEN.

tion of work, and working with one form while the other is studying. This difficulty is not felt in schools as the classic-
 Institute of the P.T.S., appears to correspond with that which generally obtains.

It is desirable for girls of eighteen who have been brought up in the Parents' Union School, to enter the House of Education for two years, if they propose to take up teaching as a profession. (See Training College Prospectus.)

It may be asked: is it not possible to pay a fee, receive the papers of the Parents' Union curriculum and make as much or as little use of them as we think fit? This appears, in the face of it, an attitude justifiable from every point of view; but by admitting that position we should be doing serious harm to the cause of education and adding one more patch to a garment, already a patchwork over which most of us grieve.

Four conditions are attached to the use of the Curriculum. Great pains have been taken to secure that these conditions should press as lightly as possible upon Schools; only a single test paper from each form working the Curriculum need be sent up; it would not be possible to ask less of Schools whose Heads wish to help in a very important educational movement.

Those who do not regard education as a vital whole but as a sort of conglomerate of good ideas, good plans, traditions and experiences, do well to adopt and adapt any good idea they come across. But our conception of education is of a vital whole, harmonious, living and effective. Therefore, every plan rises out of a principle, and each such principle is a part of a living educational philosophy, and does not very well bear to be broken off and used by itself.

Narration, for example, which is to us no more than a simple, natural way of expression giving the habit of clear and consecutive speech, might easily become the dead, mechanical exercise which has been imported from chawbrie, designed to teach all sorts of things, vocabulary, composition, and so on.

The use of many books, again, - one sets at once how that might become (apart from the conditions we lay down) an incentive to much cramming and over-pressure.

No class lists in order of merit are published or kept. The marks assigned to a scholar for any set of papers show whether he is above or below the average for his age and form but have no relative place value.

But in order that there may be no undue pressure on the part of teachers, no expression on the part of the scholar to obtain marks to the neglect of interest in knowledge, the maximum marks are given, not to the best papers, but to papers showing quite satisfactory progress for the age and form of the pupil.

RULES AND EXAMINATION REGULATIONS.

DURATION.

1. Examination to occupy a full school week. Each subject to be examined upon in its own time and the examination on each subject to last the time allowed for it in the Time-Table. If the allotted time is not required for any subject the margin may be given to some other subject which requires a longer time. Examination to begin on a Monday. Work that cannot be got into the allotted time may be left, but all the time on the Time-Table may be used. Schools and Classes (only) in which there are children who cannot write their own work may take longer time for the examinations if necessary.

ORAL EXAMINATION.

2. Recitations and songs to be heard by the Father (or, in schools, by the Principal), when convenient, he giving a mark for each piece.
3. When selections have to be made, as "Describe four" (out of twenty), "Narrate three" (out of twelve), the Father, or Principal, to select.

PARENTS' REPORT. (This Report is optional in the case of Schools).

- *1. A Report is sent to be filled up by the Parents on all those subjects in which they examine or inspect the work of the term. Names in full, age, and form to appear on the Parents' Report, and the Report to be factual first in one set of the Examination Papers; one Parents' Report for each family, but, in a private class, one for each family belonging to the School.
- *2. The Parents' Report on the Christmas and Easter Examinations will be returned with the Examiner's Report after the necessary entries have been made in the School Ledger.

METHODS OF MARKING.

- *6. To arrive at the maximum of 100, it is well to fix on a given highest mark, say 5 or 10, or 20 for each Exercise-book, Song, Recitation, &c. Suppose each Song, for example, gain this highest mark, ~~or nearly~~ ^{or nearly} the maximum of 100 may be entered in the Report.
- *7. Scale of marks to be followed in all subjects:
 Highest Marks, in each subject, 100.
 Fairly Good Marks " 75.
 Fair Average Marks " 60.
 Below the Average " 50 and under.
- *8. For Nature Note-books, &c., the marks should show whether work is incomplete, and not neat, as is good and well arranged. These marks should appear under the heading of Natural History. Similar marks to be given for Needlework and other Handwork. Needlework to be reported on by the Mother; other subjects to be reported on by the Father or outside Friend. The maximum of 100 signifies that work is thoroughly well done.
- *9. The Copy-books, Drawings, &c., of the term to be in-

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10. The Examiners of the P.U. School examine upon the set questions *only*. In the event of other questions being substituted (for whatever reasons) for those in the Examination Papers, the answer must not be sent up, but must be examined by the Parent/Teacher, who will enter the proper mark for the subject in one of the blank spaces left in the Parents Report.

Schools: In Schools where the Forms are large, perhaps the elder scholars might help with the writing of the younger children's work. Also—

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(4) The work of a different scholar should, as far as possible, be sent each term.

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16. Their examinations should afford moral training to the pupils, and should be conducted with absolute probity. Worry and excitement should be discouraged, and order, quietness and cheerfulness should be maintained.

18. No lessons or other information bearing on the studies must be given to the children after the Examinations. Papers have been received, and no school-book must be opened except as required in *Language*.

19. Members in the Dominions and those living abroad (excepting in Europe) work a term behind so that books may be duly ordered from England.

will be held over.

So much confusion has arisen from the effort to adjust the Examination to the varying date of Easter, that the following plan has been adopted:—

Summer Examinations, the second Saturday in July.
Christmas Examinations, the Saturday which falls
 Greatest before Christmas.

At least ten weeks' work should have been done on the programmes before the Examination.

*Summer Examination.—Parents examine all the work, written and otherwise, and send in their



LIBERAL EDUCATION - STUBS

reports only. No work is to be sent up. This examination is optional. Summer Reports (only) to be posted to THE SECRETARY, THE HOUSE OF EDUCATION, AMBLESIDE, either before July 30th or after September 15th.

The Examination Papers at Christmas and Easter (only) marked on the cover Examination 22, for example, Forms (e.g., I.A., II.B., III.), to be posted on a Saturday to THE SECRETARY, THE HOUSE OF EDUCATION, AMBLESIDE.

N.B. (a) - The papers will not be returned unless sufficiently strong, large, stamped and addressed envelope be sent with the Examination Papers. No letters or cheques may be sent in the package.

N.B. (b) - The examination of the papers, signing, and entry of reports, etc., take about seven weeks.

Regulations marked with an asterisk (*) concerns families only.

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PARENTS' UNION SCHOOL.

Form to be signed by the Parent or Teacher conducting the Examination and forwarded to the Papers.

(Insert last names of Pupils, e.g., Mary Jones)

I hereby Certify that these Papers have been worked in accordance with Regulations 17 and 18 and are the final and uncorrected work of the school.

*In the case of a School state also the number of children working in each class.

Signed: _____

Name and Address in case of a (a) Family: _____

(b) School: _____

Are these Papers to be returned? If so, use special P.U.S. envelopes. Envelopes should be marked: Examination for Forms, e.g., I.A., II.B., III., V. Work from school and class should be sent in one parcel containing envelopes and addressed return cover.

*Any change of Address should, notified and the name of the MEMBER must appear.

THE PARENTS' NATIONAL EDUCATIONAL UNION.

Founder: Miss C. M. MASON. President: THE MARQUIS AND MARCHIONESS OF AREDEEN AND TEMAIR. Chairman of Executive: THE REV. H. COSTLEY-WHITE, M.A. Hon. Sec. Secretary: THE HON. MISS FRANKLIN. Hon. Treasurer: COL. THE HON. DOUGLAS GARDNER. General Secretary: Miss B. MORTON. Organising Secretary: Miss R. A. PENNETHORNE. Pamphlets giving full particulars of the work of the Union and the PARENTS' REVIEW (published monthly), the organ of the Society, may be obtained from the General Secretary, 20, Victoria Street, London, S.W., to whom subscriptions and communications concerning membership of the P.N.E.U. should be sent.

THE HOUSE OF EDUCATION
(Secondary Training College).

AMBLESIDE.

(Founded 1891.)

"For the Children's Sake."

Man cannot propose a higher or holier object for his study than Education. - PLATO.

Examiners:

W. G. DE BUCHAN, Esq., M.A., Professor of Philosophy, University College, Reading, examines in Practical Teaching, Psychology, the Theory and History of Education. The REV. A. THORNLEY, F.L.S., F.E.S., F.M.S., examines in Nature Lore.

St. John's Ambulance Association, in Hygiene, etc. J. PHILLIPS, Esq., in Drawing and Handicrafts.

Principal:

Miss CHARLOTTE M. MASON.

Vice-Principal:

Miss E. A. PEARCE.

Secretary:

Miss E. KITCHING.

Assistant Secretary:

Miss M. H. M. MITCHELL.

Teaching Staff: Miss DUFFY, Miss M. C. GARDNER, M.A., Miss J. MURPHY, Miss K. E. LINDERT (voluntary). The REV. F. LEWIS, M.A., W. H. WAGGONER, Esq., W. E. L. ALLEN, Esq., M.D. (visiting).

THE OBJECT of the House of Education is to provide for women a special training in the knowledge and the principles which belong to their peculiar work, the bringing up of children. It is needless to enlarge on the value of training in giving impulse and direction as well as knowledge and power; and this particular training should be of service to all who may, in any way, be concerned in education.

Candidates for admission must have received a sound education. There is an entrance examination. The students of the College qualify to become:

(a) Primary Graduates. These teach boys and girls from six to ten years of age, whether in Infants or in Preparatory Schools following the P.U.S. programme. They do not take "unlittered change."

(b) Secondary Graduates. These qualify as teachers in more advanced pupils (aged from 10 to 17 or 18). They should, as a rule, enter with certificate of attainment, though such certificates are not indispensable as the entrance examination affords a test.

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LIBERAL EDUCATION - TEN
(c) *Missionary of P.U.S. Classes or Schools*

"It is knowingly assumed for a few facilities to enable and for a class or small school which one or more House of Education Students may be invited to carry out. It is to be noted that the minimum age required before an individual is admitted to the House of Education is 16 years. Several children in one form or a few in different forms, constitute a class. Should such a school be established in a remote district, the children should be invited to enter the House of Education in a school through a letter to the school."

(d) *Missionary in Secondary Schools in which the P.U.S. Programme is followed.*

(e) *Missionary in Construction Schools.*

Students who have entered this House of Education have passed the London Matriculation Examination and are qualified to enter the House of Education. There is but one course of training; the division into (a) and (b) depends upon the student's previous attainments; the entrance examination (a test of intelligence) must be taken by all.

The work of the College may be classed broadly under the following heads:

I. Ethics and the philosophy, history, methods and principles of Education. This work is tested by three papers set by the Inspector, dealing with the history of education, practical education (methods, etc.), and the theory of education; a student's final certificate largely depends upon these papers. The aim of education, as presented to the students, is:—To produce a human being at his best—physically, mentally, morally, and spiritually—quickened by religion, and with some knowledge of nature, art, literature, and manual work.

II. The practice of education under direction (in the Practising School, which includes Forms I to VI of the Parents' Union School, the six Programmes of the School are followed in every subject); criticism lessons; the work is tested by a lesson given by each student before the Inspector, the marks she receives going towards her Certificate.

III. The teaching of languages: elementary Greek; Latin, French, German and Italian, on P.U.S. Methods.

(Great pains are taken to secure fluency and a good accent, and some residence in France is usually insisted on, courses of lectures in French on French History and French Literature.

The Inspector tests each student do some viva voce work in each of the languages at the close of her training.

IV. The teaching of Mathematics upon modern methods.

V. Nature-Lore, which includes the acquiring of familiar acquaintance with the natural objects—wild flowers and fruits, trees, birds and insect life—of this beautiful country; field work (in botany, natural history, geography and geology) and the keeping and illustrating in colour of a Nature-diary. The NATURE-LORE CERTIFICATE assesses a knowledge which should enable the teacher to gratify the intelligent curiosity of children, and to introduce her pupils to the delightful pursuits of the field naturalist. This nature study is supplemented by definite scientific teaching in botany, biology, geology, astronomy, etc.

VI. The teaching of English, reading, singing, and the piano, receive attention. On every Tuesday evening, some one of the students reads a paper dealing with a given author or composer, illustrated by readings or performances from his works. These evenings are known as "Scale-How Tuesdays."

VII. Some teaching in human physiology and hygiene is given; first aid and home nursing (tested by the examinations of the St. John Ambulance Association); Ling's Swedish system of Gymnastics is followed, both in a freewheeling manner and in exercises performed with apparatus—Swedish booms, etc.—in the Gymnasium; the art of taking walks, swimming, cricket, hockey, careful calisthenic routines with the ball, skipping rope, etc., and dancing, are amongst the means of health and happiness to the use of which the students are trained.

VIII. Art: Drawing from the object, figure, landscape, in charcoal and water-colour (monochrome or colour scheme), on broad artistic lines. Modelling in clay, wood carving.

IX. Arts and Crafts. Prominence is given to manual training both for its own sake and as offering various interests. Among the subjects taught are card-board Sloyd, bookbinding, wood-carving, basket-making, leather and brass repoussé work, needlework, knitting and sewing. ~~These are taught as to enable the students to teach their pupils elementary cooking.~~

The students are trained to carry their pupils through the progressive classes of the Parents' Union School, which includes in its Programmes, Bible knowledge and Church History, Latin, French, German and Italian, Mathematics, Literature, History, Geography, Scientific and other subjects, in addition to those indicated above. They also take charge, two at a time, week about, of the girls in the Practising School, under the Head Mistress and the House Mistress, in a separate boarding-house (Fairfield).

(There are occasional vacancies in the small Practising School for girls aged from ten to eighteen. Fees: £28 a term. Girls who wish to enter with a view to being trained later are preferred.)

The College training course occupies two years, at the end of which the student sits for the House of Education Certificate, which may be of the first, second or third class. ~~We require of her certificate is not the sole or even the chief test of the qualifications in a woman.~~

Students are not admitted under eighteen, nor for less than two years.

The year is divided into three terms, Spring, Summer, and Winter; the first from the middle of January to the middle of April; the second from the end of April to the middle of July; the third from the end of September to the middle of December.

There are three vacations, Winter, Easter, and Summer. Part of the Summer vacation is spent by the senior students in preparatory teaching; and the junior students are expected to spend some weeks in France.

Students enter in January. ~~There are no examinations, and no two consecutive failures but students cannot begin their training in September.~~

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LIBERAL EDUCATION—BARVER

Fees, payable in advance, £20 lbs. 4d. a term, which includes the cost of the more important books used, stationery, materials and the use of tools for handicrafts, examination fees, etc.

The students pay for their own washing.
Every student, on completing her training, must pay a fee of £3 to the Parents' National Educational Union. This fee, which entitles the student to the Parents' Review for three years, and to a Life-Membership of the Union, is paid to the Secretary of the P.N.E.U., at the Office, 28, Victoria Street, London, S.W.1. It may be paid at once, or, in instalments lasting over a year.

The training is carried on at "SCALE HOF", a finely situated building on high ground including—besides sleeping and living rooms—Lecture Rooms, Work Room, Practising School, Gymnasium, etc., in its own beautiful grounds.

The House of Education Certificate, which is awarded to successful students at the end of their training upon their examination in the Theory and Practice of Education, guarantees practical skill in teaching; some knowledge of the principles of physical, ethical, intellectual, and religious Education; and that the student is instructed to train nerve and muscle, intelligence, will and conscience in such wise as to work towards the fuller development of the children committed to her care. It certifies a knowledge of P.N.E.U. methods of teaching and of text-books; and that the student is in touch with the educational thought and work of the Union. It attests, too, that she is trained to educate the hand by means of useful and delightful Home Arts. This certificate testifies, in a word, to some degree of the "all round" qualifications necessary to those who take in hand the education of young people up to the age of seventeen or eighteen, at which age specialisation should begin.

The Certificate will be awarded only when the student shows herself possessed of—to adopt a phrase—the enthusiasm of childhood, which makes all work of teaching and training heart-service done to God.

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AMSTERDAM.



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